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ABSTRACT

This book focuses on educational language as a professional behavior that significantly affects student outcomes. "Educational language" is defined as the way in which educators discuss, describe, categorize, and verbally expect behaviors and achievements from students. The text, which is divided into eight chapters, claims that language constantly moves from description into determinism and that events and outcomes are determined through speech. Chapter 1 introduces the conceptualization of language as a critical, and potentially transformative, educational behavior. The relationship of educational language and how it relates to the challenge of democracy is developed in chapter 2. Chapter 3 offers a close examination of the relationship of language to educational institutions, with a particular focus on the mandate of public education and the persistent challenge of student classification. Ways to extend the discussion of language into the wider arena of school restructuring and reform are explored in chapter 4. The next chapter examines the historical bonds of deficit terminology, and chapter 6 establishes the role of educational leadership, policy, and teacher education in altering historically negative patterns of language. Chapter 7 develops a conceptualization of ethical codes as an approach to intractable institutional language dilemmas. The last chapter describes ways in which schools might analyze their own language environment. (Contains an index and approximately 155 references.) (RJM)

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